


APTE Conference. The ITE-CPD continuum: Revisions to the ITE inspection framework from June 2014 and implications for partnership working

11 July 2014

Oxford

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Good morning, I am very pleased to have the chance to come and talk to you about the important area of initial teacher education, a crucial one for Ofsted, perhaps THE crucial one for Ofsted, centred as it is on the people who make schools and colleges 'tick', the new staff they need. I'll talk first and then take questions at the end.

Before I talk about Ofsted's take on ITE I want to introduce myself. I am one of the senior HMI in the south east region of Ofsted, one of seven covering schools, post-16, early years and social care with each leading a group of HMI in those fields.


Since regionalisation in January 2012 we have been seeking to use the regional structure to share intelligence between our inspectors, making sure we share what we know for example about care homes in an area as well as what kind of deal the looked after children in those home get in the schools in the same area. Making sure we follow up on safeguarding issues from one setting which might have implications for another, and so on, linking ourselves to outcomes in our region in a way Ofsted has not done before.

We know we need to use our regional structure to make sure our inspection of initial teacher education also benefits from that 'regional' focus so we encourage and enable all areas of the region to have a good supply of new teachers, especially those schools in challenging areas where teacher recruitment is hard and retention is

hard as well. We know from experience that schools in an area may be doing well now, but that won't be sustained if they can't get new staff. And that where schools across an area are weak, improving the supply of good staff is also crucial.

To do that we know we need to understand better the forces currently preventing an even spread of good new staff, and hence some schools improving. We need to share what we know about what brings improvement and enables good staff to be recruited at the start of their careers. So we have a senior HMI in each region taking an overview, and I am your contact in the south east. I used to work in ITE so I know the field and the issues.

If there is one thing I want you to take away from today it is that the point of initial teacher education, and of our inspection of it, is good teachers making an impact years after they have left their initial teacher education. Further downstream in other words and, to cut to the chase, that is what we are seeking to do with the changes I want to talk about today in relation to ITE inspection. A focus in other words on 'the point of ITE?'




APTE Conference

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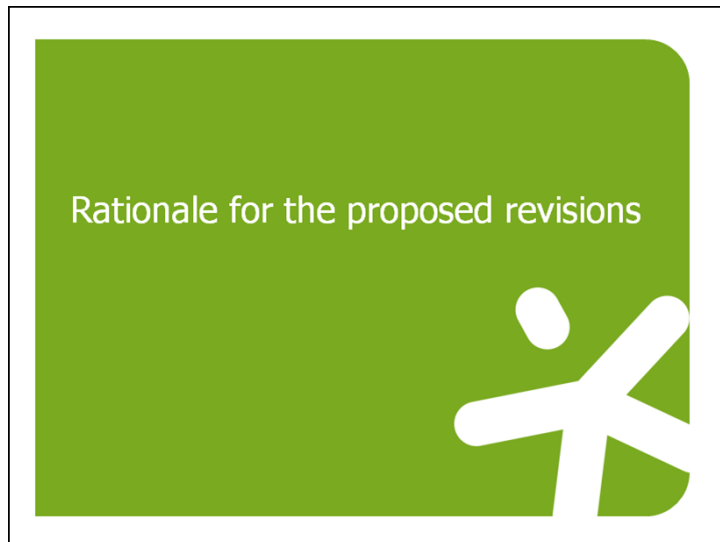
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My hopes for today

- I want to explain for us at Ofsted the increasing importance of the ITE-CPD continuum – as I said earlier, we see ITE as the start of a programme of teacher professional development, not an end in itself
- I want to ensure teacher education partnerships know about the revisions made to ITE inspections from June 2014 – so you understand how these changes came about and what the intended impact is. I'm assuming most people here have read the new handbook – I want to talk about the thinking behind it.
- I want to ensure teacher education partnerships are aware of the implications for partnership working – so you can think about how the framework might shape your work, by bringing you up to speed on what we found were the strengths and areas for improvement in partnership working from our inspections under the old framework – I have an exercise planned for the end on this, which if we don't get to, you can take away from today. But essentially, the kinds of things I am going to be saying partnerships need to do to get a 'good' judgement, were found in the stronger practice in the 2012 -2014 inspections. So no surprises there.
- I also want to provide an opportunity to raise questions about revisions to the framework and inspection handbook – which I will answer or take back with me to our national lead HMI for ITE.
- As ever, the model here with this framework is the one Ofsted has used before: we put the framework out there as a self-evaluation yardstick if you like so as to effect change even before inspections take place. And inputs such as today are vital for us to ensure people know 'where we are coming from'.



To look then at what caused the changes to the framework to make sure everyone has understood the context

Context and drivers for change 

- inspection findings, including feedback from ITE partnerships
- review of the impact of the 2012 ITE inspection framework
- concerns raised in 'Unseen children: access and achievement 20 years' on chapter 6, 'Getting the best leaders and teachers to where they are needed most'
- sector concerns about teacher quality, supply and retention
- how well prepared trainees and NQTs/ former trainees are for teaching and the rigours of the classroom
- the changing ITE landscape and government policy
- the ITE-CPD continuum.

So 2014 and a revised framework, rather than a new framework. There are a number of reasons for the revision, including feedback from ITE providers and the outcomes of the first two years of the 2012 framework, itself a major revision of what had come before. I must stress that much remains the same and that these are revisions.

HMCI's Unseen Children report last year, revisiting themes from 10 and 20 years ago, revealed concerns across the board about children from poor backgrounds and how well they are being provided for. Within that piece of work there were particular issues about schools in more difficult areas of the country such as inner cities and, in our region, the coastal strip. We in the south east also have problems with thinly distributed numbers of pupils on free school meals underperforming in many of our rural schools and in affluent areas. The so-called free school meal gap is widest in areas such as Buckinghamshire after all. Many headteachers in the tougher areas told us, and this was not 'news' that it was hard to recruit good new staff and keep them when there are easier or 'nicer' places to work. Later in the year HMCI proposed the idea of 'national service teachers' being sent where they were most needed, and of course referred to programmes such as Teach First, intended to put motivated graduates into those tough areas. Could we be doing something more with the framework to tackle this, was the question?

Implicit in what we knew was that ITE wasn't actually helping enough and our inspection wasn't finding out why. We had a mismatch between the grades coming out of our ITE inspections and the reality for too many children on the ground. When HMCI delivered a speech last year in Nottingham looking at ITE he did so in a city where the ITE providers had been graded good or better but a significant number of the secondary schools were in special measures.

So we wanted to move our inspection effort more to look at the long term impact of ITE and check whether the very high proportions of trainees being signed off as having met the standards to a good level, actually translated into good and outstanding teaching down the line, ideally in the areas served by the ITE partnerships inspected, and to find out what worked best in ensuring that happened. Be assured, we have no favoured type of ITE provision. We will draw attention to whatever works, but we will seek to shift the focus 'downstream'. We understand there will be those who say this may favour small, school centred partnerships who have tighter control over supply and demand for trainees and over the quality of

support once QTS is achieved, and that this will disadvantage the HEI centred partnerships. But we feel we have to focus more on the impact on pupils. And there are real opportunities for HEIs to provide induction support and other CPD in schools taking on NQTs in their area.



HMCI's annual report: ITE

Ofsted

- In the best partnerships, all teachers should see good or better practice and be challenged to match the best.
- There needs to be a fair distribution of good teachers throughout the country.
- The best partnerships ensure that their trainees are equipped with the practical skills they need to step into their first teaching posts with confidence and high levels of competence.
- Not all trainees have developed the practical skills they need to 'hit the ground running' by the end of their training.
- Need for both effective training and support, guidance and mentoring, particularly in the first year of teaching.


The challenge to ITE HMI after the 2013 annual report was clear from HMCI:
To use a framework revision such as this to make sure partnerships graded good or better were aiding teacher supply especially into the tougher areas.

To make sure that in partnerships graded good or better there was evidence that all trainees saw good teachers in action, and this to include in schools judged as requiring improvement. In those settings, good partnerships had always been effective in identifying the stronger practice in weaker schools before placing trainees there. And above all we had to make sure trainees knew how to support typically underachieving groups of pupils. And this means trainees and NQTs who do find themselves in 'nice' places where pupils on free school meals too often quietly underachieve.

There was some disturbing evidence from school inspections about the quality of NQTs once out there, and a tension between our own grades for ITE provision and what section 5 inspections were revealing about the quality of NQT's teaching when

set against the institutions they had come from. For a significant number of NQTs the teaching seen required improvement, rather than being good.

Further to this, and not directly connected with my remarks here on the ITE framework, but from September section 5 inspectors will be asked to meet with as many NQTs as possible and evaluate the quality of support, including how well the school has built on the areas for improvement for those NQTs set by the ITE provider when they completed their courses. This is likely to feature in the judgement made about the quality of leadership in the school, so should act as a powerful lever to schools to do a good job if they employ NQTs. And we know that for some time ITE partnerships have been saying we need to use school inspection to look at support for new teachers – and we are. We want schools to invest in this too.



Timeline for revisions

- HMCI's speech to the North of England Education conference in Nottingham January 2014
<http://www.ofsted.gov.uk/resources/north-of-england-education-conference-2014-hmci-speech>
- Consultation on revisions to the ITE inspection framework February 2014
<http://www.ofsted.gov.uk/resources/proposed-revisions-framework-for-inspecting-initial-teacher-education-consultation-document>
- Consultation report on responses May 2014
<http://www.ofsted.gov.uk/resources/revisions-framework-for-inspecting-initial-teacher-education>
- Revised ITE inspection handbook May 2014
<http://www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook>
- Dissemination conferences 22/23 May 2014
- Revised 2014 ITE framework implemented from June 2014.

At this point I thought it would be useful to give you the background to the timeline for the introduction of the new framework before getting into the nitty gritty.

Consultation proposals and revisions



In this next section I will cover the changes in a bit more detail - the what and the why

Key proposals and revisions to ITE Ofsted inspections from June 2014

- change to inspection arrangements to a two-staged approach
- stage 1 focuses on training and observations of trainees teaching
- stage 2 focuses on observations of NQTs/ former trainees teaching
- oral feedback at the end of stage 1 and written reports at the end of stage 2
- maintaining existing judgements overall effectiveness criteria have been amended as proposed
- amending the ITE inspection handbook to reflect revisions and provide greater clarity

The change to a two stage process is intended to check that the gap has been bridged between training and the application of that training in a first job, and that the skills, knowledge and understanding developed during training are being fostered and moved on further, once in a school.

Stage 1, in the summer term may not seem so different to now with a similar and hopefully logical range of activities as now. Stage 2 in the autumn term focuses on NQTs after the course. We recognise that this is going to be a challenge in terms of logistics, and will take some organising to track down the relevant NQTs. It could be argued that in itself will steer partnerships into keeping better track of their trainees once they move on.

Feedback from the consultation for the new approach indicated that written feedback would be welcome at the end of stage 1, so this will be done by the lead inspector via a short email template to back the verbal feedback given. And the areas identified at that stage as being less effective, or the points of tension or debate between the inspection team and the partnership, will form the inspection trails for stage 2. It is likely that partnerships will seek to strengthen the evidence of effectiveness in the weaker areas in the time between the two stages.

There is no final judgement until the end of stage 2. The same single overall judgement is retained, with three sub areas: outcomes for trainees, quality of training across the partnership, and the leadership and management of the partnership – alongside compliance with statutory ITT criteria – being the basis for this.

Key proposals and revisions to ITE Ofsted inspections from June 2014

- re-inspections of 'requires improvement' and inadequate partnerships will take place as a one-stage process
- overall effectiveness criteria have been amended as proposed
- a clearer definition of 'challenging socio economic circumstances'
- a change in emphasis from behaviour and discipline to the promotion and management of good behaviour
- the criteria that inspectors use to make judgements about the quality of training in the management of behaviour have been strengthened as proposed
- extending focused monitoring inspections to include the quality and effectiveness of training in the management of behaviour for primary and secondary ITE partnerships.

Re-inspections of RI and inadequate partnerships in the summer term of the same academic year as their stage 2, will be in one stage and will, as in other areas of our work, look closely at the work done to bring about improvement.

The overall effectiveness criteria have been amended to place more emphasis on working with, and making an impact in, schools in challenging socio-economic circumstances, but also in schools requiring improvement. Trainees and NQTs need to show they understand the cause of low achievement among such pupils and that they are able to do something about it, learning from the examples they have seen.

We recognise that, in the light of what I have said earlier about needing to ensure a better teacher supply into schools in challenging circumstances, that we need to provide a definition of what this means, so this has been done and is woven through the Handbook, focusing on schools with high proportions of pupils on free school meals, but also high mobility, or high and complex DSEN etc.

After initial proposals about how to teach new teachers to ensure good behaviour, references to discipline have been reduced and the emphasis placed on 'promoting and sustaining' good behaviour, rather than using the word discipline. The criteria around this have been strengthened and now include specific reference to managing behaviour and tackling bullying effectively. We recognise that poor pupil behaviour, and difficulties managing it, are a significant reason for trainees and NQTs leaving teaching, and we want to ensure this changes.

So connected with this there will be focused monitoring inspections of this aspect of provision, just as we have them on areas such as phonics. The triggers for these will largely be the NQT survey from the previous year, but will also include the trainee on-line questionnaire.

Key proposals and revisions to ITE inspections from June 2014

- the criteria that inspectors use to make judgements about trainees personal and professional conduct includes specific reference to appropriate professional dress for the context in which they are working
- additional bullet points added to the areas that inspectors must evaluate related to the quality of training across the partnership
- additional bullet points added to the areas that inspectors must evaluate related to the leadership and management of the partnership
- information on the purpose and organisation of direct observations of trainees and NQTs/ former trainees
- the ITE inspection handbook has been revised to reflect the 2014 professional standards for FE teachers and trainers.
- clarification on how these standards will be used has been provided.

Judgements about trainees personal and professional conduct are clearer. They include making a professional decision about the way trainees dress based on where they are working, and what the partnership has done to help trainees get that right. So there has got to be common sense about this. The requirements about what to wear in an EYFS setting would be different to someone learning to teach in a land-based college, for example. This is all about Part 2 of the Teachers Standards and whether we are training future professionals.

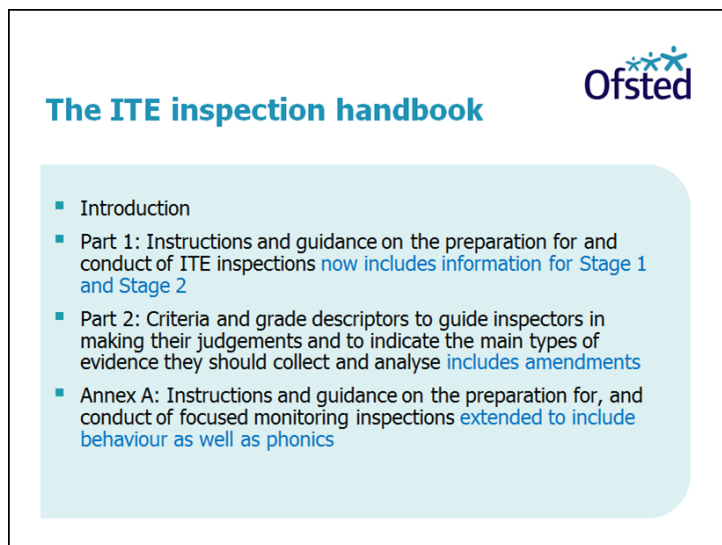
The additional bullet points added to inspecting the quality of training across the partnership are intended to sharpen the focus on ensuring trainees experience good practice and a range of placements. They do need to see what good looks like. They need to gain experience of how teachers work successfully in schools in challenging circumstances. This has been extended to be included among new bullet points on very current issues. Three focus on making sure they understand how the best teachers enable nationally underperforming groups to perform well. And two are to make sure they understand and are ready to work in the context of new national curriculum requirements, including where national curriculum levels have been removed from the assessment equation, for example at Key Stage 2.

New bullet points have been added to the evaluation of leadership and management of the partnership, looking particularly at how well they engage those schools in

challenging circumstances, or requiring improvement, in the partnership. The quality of training involving issues such as closing the FSM gap isn't going to happen without schools on board. We are hoping to promote a virtuous cycle through these revisions, so that ITE provision will be part of the work to improving life chances in these schools through sustained good teaching.

Sharper material on the purpose and organisation during inspection of observations of trainees and NQTs/ former trainees is now included. This against a backdrop of section 5 inspections moving away from grading individual lessons, to looking at the impact on learning of the teaching seen and its impact over time. Trainees and NQTs need to know about this debate anyway, in our view.

The ITE inspection handbook has been revised to reflect the 2014 professional standards for FE teachers and trainers and clarification on how these standards will be used is more explicit in respect of what can be expected in relation to trainees' stages of development.



(Briefly mention the handbook content)

Key judgements and key questions

Overall effectiveness	The extent to which the ITE partnership secures consistently high-quality outcomes for trainees
<i>Outcomes for trainees</i>	<p>What is the quality of outcomes for trainees?</p> <p>Attainment How well trainees teach Completion rates Employment rates</p>
<i>Quality of training across the partnership</i>	<p>How well does the ITE partnership prepare trainees to teach pupils/learners in schools/colleges or other settings in different circumstances, and for the age range, and/or subject(s)/specialisms for which they are being trained?</p> <p>Overall consistency, coherence and quality of all aspects of the training High-quality training and support that prepares trainees with the skills they need The quality and range of placements Subject and phase-specific mentoring The accuracy of assessment</p>
<i>Leadership and management of the partnership</i>	<p>How well do leaders and managers at all levels of the ITE partnership ensure that the best outcomes are achieved and sustained?</p> <p>Vision for excellence The engagement of schools, colleges and/or other settings The rigour of recruitment and selection process Effective monitoring and evaluation Compliance with ITT criteria and requirements Capacity to improve further</p>

To confirm the real areas of focus – run through the above

Next steps





Implications for ITE partnerships 1

- For HMI and the regions
- For ITE partnerships

For HMI working the ITE area, the message is clear that we are more than a trip advisor service for would-be trainees to find the best rated course. We need to link those ratings more closely to the improvement of schools, so they need to explore that.

For HMI in the regions, we need to be pulling all the levers we can with all the people we can to improve schools. We inspect RI and SM schools, as you know, but we are challenging LAs, academy chains, teaching schools and their alliances, the NCTL, and those of you here today to do better for our least privileged pupils by enabling good teacher supply where it is most needed. In the south east so far this year we are seeing partnerships getting to grips with this and we are pushing at an open door in terms of willingness to take action. But they need to go further and do more.

Specifically, we expect our HMI, linked to an LA to know the ITE provision and the teaching schools in that area, and to make use of that knowledge when working with underperforming schools. We have not been afraid to draw attention to where this is not working well, through reports on schools and on LA school improvement services.

For partnerships: look at the framework and at what it is trying to do. Look at what we think works well, and there is a handout on strong and weak features from our retrieval from past inspections; use the good practice case studies we have on the website and know as much as you can about your partnership area and what needs to improve 'downstream' so you can work backwards from that. I remember one discussion with an ITE provider this year where he was saying that school effectiveness in schools involved in the partnership could be put, in part, down to being in the partnership. This he felt was due to on-going CPD as well as ITE. But when probing a bit more deeply, there wasn't actually much concrete evidence that these schools had improved on what really mattered, and his awareness of what those schools' issues were was patchy to say the least. However, it started a conversation which will, I hope, lead that partnership to looking more at where and how its schools need to improve, so as to be able target its work and turn out trainees can help. And then genuinely to claim credit.

Thanks

Questions:

What changes has the framework prompted?

What challenges does this present?

What are the solutions?

Retrieval from 2013-14 ITE inspection reports identifies the following as key strengths within successful partnerships:

- involvement in shaping the content of the provision, how it is delivered and the strategic direction for initial teacher education overall
- capacity to anticipate change and respond to new developments
- strategically responsive to the changing needs of schools
- evidence of impact of partnership working available
- drive to improve and strengthen partnership with different types of schools
- partnership awareness of ITE priorities for improvement and role in meeting them
- stakeholder views used to make in-year improvements
- clarity of partnership agreements and roles and responsibilities
- trainees' immersion in strong learning communities
- opportunities to observe and work alongside excellent practitioners
- coherent view of trainees' performance in relation to their age and subject / curriculum specialism(s) as well as their practical teaching skills, regularly checked by tutors/ leaders and managers
- trainees' targets focus on what they need to do to improve i.e. strengthening teaching rather than completing tasks
- evaluations of trainees' performance reflect their impact on pupils' learning
- high-quality mentoring and impact of mentor training and development on trainees' outcomes
- complementary placement arrangements are made in a timely manner
- clear targets set at the end of training for induction and employment
- partnership continues to engage with NQTs/former trainees
- rigorous quality management and enhancement through internal and external moderation and review processes.

Retrieval from 2013-14 ITE inspection reports identifies the following as key areas for improvement within partnerships:

- the engagement of partnership schools in steering the strategic direction of the partnership
- awareness of all partners in ITE improvement priorities and an understanding of how they contribute to them
- benefit of mentor training for mentors and trainees
- variation in the quality of mentoring across the partnership
- limited opportunities to share best practice
- lack of consistency in how trainers give subject-specific feedback, how they frame targets to guide trainees in making the best progress and how they moderate judgements of trainees' performance by ensuring visiting tutors model best practice
- insufficient quality time spent in an appropriate second school context
- insufficient stretch and challenge for all trainees
- insufficient attention paid to trainees' subject knowledge development
- trainees do not receive a sufficient range of placement opportunities
- trainees do not receive their entitlement to regular and productive weekly meetings
- ineffective internal and external moderation procedures are in place
- trainees' outcomes are not as good as they should be.